

**Greenwood School District 50
Position Description**

POSITION TITLE: Speech Clinician

Department: Special Services
Reports To: Director of Special Services
Prepared by: _____ Date: _____
Approved by: _____ Date: _____

SUMMARY: Serves as communication specialist who works with both the general education and special education population with language handicaps, articulation deficits, dysfluencies and voice disorders.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other duties may be assigned.*

- ⇒ Serves as a resource to school staff members in the development of a balanced program for oral communication and speech improvement.
- ⇒ Assists and guides teachers in observing, describing, and referring suspected and identified speech and language impairments.
- ⇒ Provides a thorough assessment and diagnosis of speech, voice, and language impairments.
- ⇒ Provides screening to identify speech handicapped children at regular intervals and at specified levels.
- ⇒ Assists in proper referrals of individuals to agencies and specialists in the community.
- ⇒ Provides appropriate individualized programs of therapy to meet individual students' needs and correct existing speech or language handicaps.
- ⇒ Collaborates with classroom teachers and other school staff members to implement therapy by suggestions for the student's daily activities.
- ⇒ Provides information, support, and counseling to parents and families when appropriate.

SUPERVISORY RESPONSIBILITIES:

Supervises Students

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE:

S.C. Certification in speech and language pathology.

LANGUAGE SKILLS:

Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers and the general public.

MATHEMATICAL SKILLS:

Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plain and solid geometry and trigonometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

REASONING ABILITY:

Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

OTHER SKILLS and ABILITIES:

Ability to apply knowledge of current research and theory to instructional programs; ability to plan and implement lessons based on division and school objectives and the Needs and abilities of students to whom assigned. Ability to establish and maintain effective working relationships with students, peers, parents and community; ability to speak clear and concisely in written or oral communication.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit and talk or hear. The employee is occasionally required to walk and reach with hands and arms. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision. While performing the duties of this job, the employee will continuously hear conversation in a quiet and/or noisy environment. Employee must be able to distinguish the difference between bells, buzzers, beeps, etc.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually quiet to moderate. The employee is continuously interacting with the public, staff, and students. The employee is directly responsible for the safety, well-being and work output of the students.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.